meap
Michigan Educational Assessment Program

MICHIGAN Department of Education

Guide to Reports
Grades 3 – 9

Fall 2008

Table of Contents

Introduction

This guide was developed to assist educators in understanding and using the Fall 2008 Michigan Educational Assessment Program (MEAP) assessment results.

Fall 2008 was the first time that two distinct and different forms of the MEAP test were used during the MEAP test cycle. The initial test (Forms 1-10) and makeup test (Form 11) were administered on specific dates in their entirety.

MEAP reports include both individual-level reports (Parent Reports, Individual Student Reports, and Student Labels) and aggregate-level reports (Class Rosters, Item Analysis Reports, Summary Reports, Demographic Reports, and Comprehensive Reports). Performance level change continues to be reported for students in grades 4 through 8.

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three student population groups: 1) all students, 2) students with disabilities, and 3) all except students with disabilities.

The range of students' performance level change is determined by dividing each of the MEAP performance levels (Not Proficient, Partially Proficient, Proficient, and Advanced) into three sublevels (low, middle, and high), and tracking students' transition from one year to the next (e.g., from middle of the Not Proficient category in grade 3 to the top of the Partially Proficient category in grade 4). The categories of change are: Significant Decline (SD), Decline (D), **Maintaining (M)** *[formerly No Change (N)]*, Improvement (I), and Significant Improvement (SI).

Individual students' performance level change can be reported for those students who were in the previous grade in Fall 2007, took MEAP in both Fall 2007 and Fall 2008, and had a matching Unique Identification Code (UIC) for both Fall 2007 and Fall 2008. Performance level change is only reported on the MEAP reading, total English language arts (ELA), and mathematics tests because they are given every year to students in grades 3 through 8. Performance level change is not reported for the writing portion of the ELA test because it is not long enough to precisely categorize students' year-to-year progress.

Student performance levels for the current and previous year and the change in achievement from grade-to-grade will be reported in Individual Student Reports, Parent Reports, Summary Reports, and Class Rosters.

Reports included in the district and school packets are listed in the table on pages 3 and 4. Included in the table is a brief description of each report, a list of the student populations represented in the report, and the report recipients. Detailed descriptions and key components of the reports are provided in this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan students, educators, parents, and other stakeholders an assessment program of the highest quality and reliability.

MEAP Released Items

The **MEAP Released Items** for Fall 2008 to be used with the MEAP reports are available for the MEAP initial test only (Forms 1-10) for each grade level and subject area assessed. The **MEAP Released Items** documents can be found on the MEAP webpage at www.michigan.gov/meap. OEAA releases approximately 50% of each test. For those items not released, item descriptors are provided in the **MEAP Released Items** documents. Items from the Fall 2008 MEAP makeup test (Form 11) were not released.

Copyright permissions for the Fall 2008 English language arts reading selections did not include Internet permissions. Ten printed copies of the **MEAP Released Item Reading Selections for Grades 3 – 8** will be shipped to each school and district with their MEAP reports.

If you have questions regarding the Fall 2008 **MEAP Released Items** please contact the Office of Educational Assessment and Accountability:

    Phone: 1-877-560-8378
    Fax: 517-335-1186
    Email: meap@michigan.gov

Fall 2008 MEAP Reports — Grades 3–9

Report	Purpose	Reported Population	Distribution
Individual Student Report	Printed for individual students, this report provides a detailed description of the student's performance on each strand and benchmark (GLCE) assessed within each subject area, as well as the student's performance level change from the previous year.	All Students	Class/Group School
Student Record Label	Summarizes individual student achievement and performance level change in all subject area tests in label format.	All Students	School
Parent Report	Printed for individual students, this report provides a summary description of the student's performance by strand, for each subject area assessed. This report also contains information on the student's performance level change.	All Students	1 copy to School
Class Roster	Summary score information by class/group (if provided), for each strand and benchmark (GLCE) assessed within each subject area, including detail information for each student assessed, as well as reporting student performance level change.	All Students	Class/Group School
Item Analysis Report	A description of each released multiple choice and constructed response item from the **initial** MEAP test (Forms 1-10), including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response (MC), or scoring at each point (CR), and indicates item statistics summarized by class/group, school, district, and state. Items were not released from the MEAP Makeup Test, therefore an item analysis report is not provided for the Fall 2008 MEAP Makeup test (Form 11).	Separate reports for all students, students with disabilities, and all except students with disabilities	Class/Group School District State
Summary Report	A comparative set of mean scale score information for each grade level, summarized by school, district, ISD, and state. This report also contains a summary of performance level change as well as year-to-year transitions.	Separate reports for all students, students with disabilities, and all except students with disabilities	School District ISD State

Demographic Report	A comparative set of mean scale score information for each grade, summarized by school, district, ISD, and state. All subject areas and levels of performance are reported for each demographic subgroup with at least 10 students.	Separate reports for all students, students with disabilities, and all except students with disabilities	School District ISD State
Comprehensive Report	Summary score information is provided in each subject area. The District Comprehensive Report will provide summary score information for the district and each school within the district. The ISD Comprehensive Report provides summary score information for the ISD, followed by each public school district, and Public School Academy (PSA) within the ISD.	All Students	District ISD

Section 1
Scoring

Introduction

Regardless of the specific measurement model or scoring approach utilized, all of the processes employed to assess overall student performance begin at the item level. There are two types of items on the MEAP, multiple choice (MC) and constructed response (CR). Item scores are used to create sub-content area scores (i.e., strand scores) and are used in the statistical models and transformations that result in scale scores.

Multiple Choice Item Scores

The majority of the MEAP tests are comprised of MC items. On these items, students select from the available options, only one of which is a correct response to the item. Students who select only the correct option receive a score of one (1) on a multiple choice item. Students who select one of the incorrect options, multiple options, or did not respond receive a score of zero (0). The string of responses from the multiple choice items (e.g. 1,0,0,0,1,…,1) serve as partial input for the statistical models used to derive scale scores. All multiple choice items are scanned and scored by computer.

Constructed-Response Item Scores

All constructed response items requiring extended written responses are evaluated by human scorers. The technique used in English language arts (ELA) is holistic scoring; the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or 'whole' impression and assign a score. The technique used in mathematics and science is analytic scoring in which responses must meet specific criteria. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses. During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently. Due to the high-stakes nature of these large-scale assessments, OEAA staff members have taken every step possible to minimize scoring subjectivity.

Measurement Incorporated is the contractor for the hand scoring process. All written responses are hand scored by a trained scorer that has received extensive training. The scorer must pass a qualifying test before being permitted to score student responses.

Scoring information for the English language arts (ELA) constructed response items follows this section. In mathematics and science, a unique scoring rubric is created for each constructed response item. Therefore, the math and science scoring rubrics are not included in this document.

Specific score point descriptions and sample student papers will be available at the MEAP web page, under *Released Items* (www.michigan.gov/meap).

Scale Scores

With the exception of overall ELA, MEAP scale scores are created from statistical scoring models that make use of each student's responses to both the multiple choice (MC) and constructed response (CR) items. The purpose is to model students' overall achievement on each subject. The MEAP ELA scale score is a weighted average (1/3 writing, 2/3 reading) of the MEAP writing scale score and the MEAP reading scale score for the student. MEAP scale scores are equated from year-to-year and form-to-form, meaning that any differences in the difficulty of items from one year to the next or from one form to the next are accounted for in the calculations of the scale score for the current cycle. Therefore, MEAP scale scores from the same grade and subject can be compared against each other regardless of the year or form of the test the student took.

With the exception of writing, for every subject on the MEAP assessment, a simple Item Response Theory (IRT) model (the Rasch Partial Credit (1-parameter) model) is used to determine the students' ability estimates. The use of this model results in a table for each subject area that describes a one-to-one relationship between the number of points earned by a student and the scale score earned by a student.

A more sophisticated IRT model: the Generalized Partial Credit (3-parameter) model has been applied to MEAP writing. This model takes into account the level of guessing on the multiple choice items. It also incorporates differences in information about student achievement provided by different items. This model is well-researched, well-validated, and well-implemented in many testing programs.

In this more sophisticated model, there is still a strong relationship between the number of points earned and the scale score received by an individual student, but it is no longer a one-to-one relationship. Students who earn the same number of points will not necessarily have the same scale score, although the scale scores will be similar. Three concrete examples are given below showing how this can occur:

   A. Jim and Sue both earned 40 out of 50 points, but Sue earned a higher scale score. For the most part, both Jim and Sue got the same items right and wrong, but there were some items on which they differed. The items that only Sue answered correctly tended to be much more difficult than the items that only Jim answered correctly. As a result, Sue's scale score was higher than Jim's.

   B. Jane and John both earned 25 out of 50 points, but Jane earned a higher scale score. For the most part, both John and Jane got the same items right and wrong, but there were some items on which they differed. The few items that only Jane answered correctly provide a lot of information about whether a student is a high achiever. The items that only

John answered correctly were less informative about students' level of achievement. Therefore, Jane's scale score was slightly higher than John's.

C. Betty and Bill both earned 29 out of 50 points, but Bill earned a higher scale score. For the most part, both Bill and Betty got the same items right and wrong, but there were some items on which they differed. The few items that only Betty answered correctly had correct answers that were relatively easy to guess. On the other hand, the items that only Bill answered correctly had correct answers that were quite difficult to guess. Therefore, Bill's scale score was slightly higher than Betty's.

In the MEAP writing scoring model, it is the *pattern* of correct and incorrect responses (on multiple choice items) coupled with the differing values earned on the constructed response items that determines a student's scale score rather than the *number of points* earned by that student. This reflects that there are many different ways to earn the same number of points, some of which indicate greater achievement than others.

Performance Level

MEAP scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as performance levels. The MEAP performance levels are: (1) Advanced, (2) Proficient, (3) Partially Proficient, and (4) Not Proficient. The divisions between the levels are often referred to as *cut scores or standards*.

The cut scores are recommended by a panel comprised of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panel uses detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next to the Michigan Superintendent of Public Instruction. The Superintendent of Public Instruction then recommends the results of the standard setting (or modifications of these standards) to the Michigan State Board of Education (SBE). The SBE is the authority who approves the final cut scores and performance level ranges.

While the performance level descriptors necessarily differ by grade and subject area, student achievement, as defined by the obtained performance level, can be reasonably compared across subjects within a grade. Such a comparison could be used to indicate whether students are meeting Michigan performance expectations in each subject.

Scoring the English Language Arts (ELA) Assessment
Grades 3–8
Fall 2008

Each English language arts (ELA) assessment contains a mixture of item types. Every grade level assessment includes multiple choice items and two items that require students to write a response:

- Prompt for Writing from Knowledge and Experience
- Peer Response to a Student Writing Sample

Because each prompt requires a different type of response, there is a separate scoring rubric for each of the prompts (pages 9–10).

All responses are scored as rough drafts and not as polished pieces of writing. Each response is scored by one scorer, with 20% of the student responses scored by a second scorer for quality control purposes.

Writing

- The *Writing from Knowledge and Experience* prompt is scored holistically using a six-point writing rubric.
- The *Peer Response to the Student Writing Sample* is scored based upon a four-point writing rubric.
- The scores earned on the above two constructed response items are added together, contributing up to 10 of the 23 possible points of a student's overall writing score.
- The remaining third of the writing test is comprised of 13 multiple-choice writing items, each worth one point.
- For writing, the four performance levels (e.g., Advanced, Proficient, etc.) are set on the total of 23 possible points.

Reading

- The two new short reading responses (3-points each) were field tested and therefore do not contribute to a students' score for Fall 2008.

Total ELA Score

- The total ELA scale scores are calculated using a weighted average (two-thirds reading, one-third writing) of each individual student's reading and writing scale scores.
- Total ELA performance level cut scores are also determined by using a weighted average of the scale score cuts for reading and writing.
- A student must have a valid reading score *and* a valid writing score to obtain a total ELA score.

6   The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

5   The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

4   The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

3   The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.

2   The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.

1   The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

0 The response was not able to be scored.

Condition codes:
A Off topic or insufficient
B Written in a language other than English or illegible
C Blank

4   The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.

3   The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.

2   The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.

1   The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

0   The response was not able to be scored.

Condition codes:
A   Off topic or insufficient
B   Written in a language other than English or illegible
C   Blank
D   Summarizes, revises, and/or copies the student sample, making no connection to the question asked

Michigan Educational Assessment Program
Fall 2008 English Language Arts Assessment
Grades 3–8

Comment Codes

In addition to the holistic scores, students may receive feedback in the form of a comment code on their response to the *Writing from Knowledge and Experience* prompt. Students receiving a 0 score will not receive a comment code. Numerical codes representing the comments are as follows:

Writing from Knowledge and Experience

1. Lacks focus on one central idea.

2. Demonstrates limited control over sentence structure, vocabulary and/or conventions.

3. Needs details and examples to adequately develop the ideas and content.

4. Lacks coherent organization and/or connections between ideas.

5. Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.

6. Needs tighter control of organization and/or the connections among ideas to get a higher score.

7. Needs greater precision and maturity of language use to get a higher score.

8. Earned the highest score point of 6.

MEAP Score Categories and Scale Score Ranges
Fall 2008 – Grades 3 – 9

Subject	Grade	Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced
Mathematics	3	198 - 278	279 - 299	300 - 326	327 - 416
	4	276 - 377	378 - 399	400 - 431	432 – 538
	5	353 - 476	477 - 499	500 - 526	527 - 658
	6	472 - 579	580 - 599	600 - 621	622 - 757
	7	572 - 675	676 - 699	700 - 721	722 – 857
	8	682 - 783	784 - 799	800 - 819	820 - 955
Reading	3	196 - 279	280 - 299	300 - 337	338 - 419
	4	284 - 372	373 - 399	400 - 442	443 - 526
	5	386 - 481	482 - 499	500 - 537	538 - 619
	6	493 - 579	580 - 599	600 - 637	638 - 717
	7	577 - 683	684 - 699	700 - 737	738 - 825
	8	679 - 779	780 - 799	800 - 833	834 - 916
Writing	3	254 - 273	274 - 299	300 - 356	357 - 409
	4	345 - 351	352 - 399	400 - 453	454 - 500
	5	450 - 466	467 - 499	500 - 559	560 - 613
	6	561 - 578	579 - 599	600 - 654	655 - 664
	7	652 - 675	676 - 699	700 - 762	763 - 768
	8	753 - 782	783 - 799	800 - 844	845 - 862
ELA	3	215 - 276	277 - 299	300 - 341	342 - 416
	4	304 - 368	369 - 399	400 - 445	446 - 518
	5	407 - 474	475 - 499	500 - 542	543 - 617
	6	516 - 573	574 - 599	600 - 641	642 - 699
	7	602 - 678	679 - 699	700 - 744	745 - 806
	8	704 - 777	778 - 799	800 - 837	838 - 898
Science	5	346 - 475	476 - 499	500 - 532	533 – 664
	8	659 - 780	781 - 799	800 - 831	832 - 961
Social Studies	6	471 - 586	587 - 599	600 - 618	619 - 723
	9	765 - 880	881 - 899	900 - 928	929 - 1037

Ranges within MEAP Performance Levels

Because English language arts (ELA) and mathematics are assessed in grades 3 through 8, it is possible to track changes in individual students' achievement from grade-to-grade. In writing, because the assessment is short, precision is limited to tracking transitions between the four performance levels (Not Proficient, Partially Proficient, Proficient, and Advanced). However, in reading, mathematics, and overall ELA, the assessments are long enough to allow for more precise tracking of changes in student achievement. In these subjects, it is now possible to track smaller changes in student performance (for example, a transition from the low range of the Partially Proficient category to the high range of that same category). These small ranges are presented in the table below.

Subject	Grade	Ranges											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
ELA	3	215-243	244-261	262-276	277-284	285-291	292-299	300-313	314-326	327-341	342-360	361-384	385-410
	4	304-332	333-352	353-368	369-379	380-389	390-399	400-413	414-427	428-445	446-464	465-487	488-518
	5	407-443	444-460	461-474	475-483	484-491	492-499	500-514	515-528	529-542	543-557	558-576	577-613
	6	497-543	544-559	560-573	574-582	583-590	591-599	600-613	614-627	628-641	642-657	658-678	679-718
	7	584-644	645-662	663-678	679-685	686-692	693-699	700-714	715-729	730-744	745-760	761-779	780-819
	8	683-749	750-765	766-777	778-785	786-792	793-799	800-811	812-823	824-837	838-851	852-869	870-915
Math	3	198-239	240-259	260-278	279-285	286-292	293-299	300-308	309-317	318-326	327-344	345-368	369-416
	4	276-336	337-357	358-377	378-385	386-392	393-399	400-410	411-420	421-431	432-449	450-470	471-538
	5	353-429	430-454	455-476	477-484	485-492	493-499	500-508	509-517	518-526	527-545	546-569	570-658
	6	472-535	536-558	559-579	580-586	587-592	593-599	600-607	608-614	615-621	622-640	641-662	663-757
	7	572-632	633-654	655-675	676-683	684-691	692-699	700-707	708-714	715-721	722-739	740-761	762-857
	8	682-739	740-763	764-783	784-789	790-794	795-799	800-806	807-812	813-819	820-839	840-861	862-955
Reading	3	196-244	245-264	265-279	280-286	287-292	293-299	300-309	310-323	324-337	338-357	358-389	390-419
	4	284-336	337-357	358-372	373-385	386-392	393-399	400-410	411-424	425-442	443-462	463-490	491-526
	5	386-442	443-464	465-481	482-487	488-493	494-499	500-511	512-523	524-537	538-554	555-579	580-619
	6	493-535	536-563	564-579	580-586	587-593	594-599	600-610	611-621	622-637	638-655	656-684	685-717
	7	577-636	637-664	665-683	684-689	690-694	695-699	700-711	712-723	724-737	738-759	760-789	790-825
	8	679-739	740-763	764-779	780-786	787-793	794-799	800-809	810-820	821-833	834-849	850-874	875-916

MEAP Performance Level Change Table

In reading, overall English language arts (ELA), and mathematics, the four performance levels have each been divided into three ranges (low, mid, and high) as described on the previous page to enable the more precise tracking of changes in student performance. The table below delineates each of the transitions a student can demonstrate on these MEAP subjects from year-to-year. On the left-hand side of the table is the previous year's MEAP achievement, divided into the various ranges of the performance levels. Across the top of the table is the current year's MEAP achievement. This table is the same for all applicable grades and subjects. Each student's change in performance can be described as fitting into one of the cells by looking at the combination of the performance in the previous and current grades. For example, a student who scored in the low Proficient range both last year and this year would fit in the cell with an M.

Each transition in the table is also categorized as a Significant Decline (SD), a Decline (D), **Maintaining (M)** *[formerly No Change (N)]*, an Improvement (I), or a Significant Improvement (SI). These categories reflect whether students are changing in their performance relative to increasing expectations across grades.

Grade *X* MEAP Achievement		Grade *X+1* MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	M	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	M	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	M	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	M	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	M	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	M	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M

Section 2
Report Descriptions
Michigan Educational Assessment Program (MEAP)
Sample Reports
Fall 2008

The sample reports included in this *Guide to Reports* are intended to provide examples of the report formats, data organization, and types of information contained in each report.

These sample reports were printed prior to availability of real data. Data contained in these sample reports do not refer to any specific assessment item, or any specific student, school, or district.

Individual Student Report (ISR)

The intent of the MEAP Individual Student Report (ISR) is to provide detailed performance information for each student assessed to teachers and other school personnel. This report is designed to help educators identify the academic strengths of their students and the areas that may need improvement. Schools may include these reports in student record files.

Section A identifies the title of the report, the subject area, the grade level, form of the test taken (initial or makeup), and the assessment cycle. The teacher name and class/group code (if provided by the district) and the names of the school and district are also provided.

Section B contains student identification and demographic information, as well as a summary of the student's performance in that subject area. The specific identification and demographic fields reported are:

- Student Name
- District Student ID
- Date of Birth
- State Student UIC
- Gender
- Ethnicity
- English Language Learner
- Formerly LEP
- Special Education
- Accommodations Type

The **Summary of Results** include the student's scale score performance level for the current year, the performance level attained in the previous year, and the performance level change, if applicable.

Section C provides detailed information on the individual student's performance for each released assessment item on the initial test (Forms 1-10). The number of points earned out of the total number of points possible is reported for each strand assessed. Each strand is further subdivided into the primary Michigan benchmarks assessed.

The following information is provided for each **benchmark**:

- the GLCE code and descriptor
- the item number in the **MEAP Released Items** document (initial form only)
- the student's response to that item number – the Response Code legend is provided in the lower left corner of the ISR
- the number of points earned out of the total number of points possible for that benchmark

Please note the following when using the data on the ISR:

- **Future Core** items do not contribute to the student's score. The item number and student response are reported, however no individual student score is calculated or reported for these items.
- **Fall 2008 MEAP Released Item documents** for each grade level and subject area are posted on the MEAP website at www.michigan.gov/meap.

Note: Items from the Fall 2008 MEAP makeup test (Form 11) were not released. Therefore, the ISR for students who used the MEAP makeup test will reflect only the total points earned and points possible listed by benchmark/GLCE (C1). A sample of an ISR for the Makeup test is provided on page 19.

Section D provides constructed response data for applicable subject areas. Comment and condition codes are reported for the *Writing from Knowledge and Experience* portion of the ELA test. Only condition codes are provided for the *Peer Response to the Student Writing Sample* and science constructed response items. These codes are described on pages 11 of this document. Students receiving a score of 0 will receive only condition codes.

Copyright permissions for the Fall 2008 ELA Reading Selections did not include Internet permissions. Ten printed copies of the Released Item Reading Selections for Grades 3–8 will be shipped to each school and district with their final reports.

MICHIGAN Department of Education

(A)

District Name: **SAMPLE DISTRICT**
District Code: 00000

Grade 07
Fall 2008

meap Michigan Educational Assessment Program

Teacher Name : LASTNAME, FIRSTNAME
Class/Group : 0000
School Name : **SAMPLE SCHOOL**
School Code : 00000

Student Name: **LASTNAME, FIRSTNAME, MI**
District Student ID: 123456 (B)   Date of Birth: MM/DD/YYYY   State UIC: 1234567890
Gender: M   Ethnicity: White, not of Hispanic Origin
English Language Learner: N   Formerly LEP: N   SpecEd: N
Accommodations: Reading-None; Writing-None

Summary of English Language Arts (ELA) Results

Subject	Score	2008 Achievement Performance Level*	2007 Achievement Performance Level*	2007 → 2008 Performance Level Change
Total ELA	729	2M-Proficient	2M-Proficient	Maintaining
Reading	730	2H-Proficient	2H-Proficient	Maintaining
Writing	727	2-Proficient	2-Proficient	

STRAND or Code	DOMAIN or Abbreviated GLCE Descriptor	Released Item Information Released Item Number and Response			Earned / Possible Points
READING					22/30
	WORD STUDY (C)				1/1
R.WS.06.07	Use strategies to determine meaning	4 +			1/1
	NARRATIVE TEXT				3/4
R.NT.06.02	Analyze elements and style of narrative genres	9 +	11 +		2/2
R.NT.06.03	Analyze dialogue/plot/themes/climax/characters	13 +			1/1
R.NT.06.04	Analyze author's craft used to develop plot	14 D			0/1
	INFORMATIONAL TEXT				5/6
R.IT.06.01	Analyze elements/style of informational genre	17 C	18 +	19 +	2/3
R.IT.06.02	Analyze organizational patterns	2 +			1/1
R.IT.06.03	Explain how authors enhance understanding	1 +	8 +		2/2
	COMPREHENSION				13/19
R.CM.06.01	Connect understanding to world themes/perspectives	7 +			1/1
R.CM.06.02	Read/retell/summarize texts	3 +	5 +	20 A	
R.CM.06.02	Read/retell/summarize texts	21 +	22 +	23 D	4/6
R.CM.06.03	State themes/truths/principles w/in/across texts	6 A	10 +	12 +	
R.CM.06.03	State themes/truths/principles w/in/across texts	15 +	16 +	24 +	
R.CM.06.03	State themes/truths/principles w/in/across texts	25 D	26 +	27 A	
R.CM.06.03	State themes/truths/principles w/in/across texts	28 +	29 C	30 +	8/12

STRAND or Code	DOMAIN or Abbreviated GLCE Descriptor	Released Item Information Released Item Number and Response			Earned / Possible Points
WRITING					17/23
	WRITING GENRES				3/6
W.GN.06.01	Produce writing w/ or ID genre characteristics	41 +	44 +		2/2
W.GN.06.02	Produce writing w/ or ID org. that supports ideas	45 1			1/4
	WRITING PROCESS				9/12
W.PR.06.01	Consider audience and purpose for writing	31 4	40 A		4/7
W.PR.06.03	Revise drafts for clarity, coherence and consistency	32 +	33 +	36 +	
W.PR.06.03	Revise drafts for clarity, coherence and consistency	39 +			4/4
W.PR.06.04	Write to meet the needs of an audience	35 +			1/1
	PERSONAL STYLE				2/2
W.PS.06.01	ID/exhibit style/voice to enhance written message	37 +	38 +		2/2
	GRAMMAR AND USAGE				1/1
W.GR.06.01	Write with or ID correct grammar and usage	42 +			1/1
	SPELLING				2/2
W.SP.06.01	Spell frequently misspelled words correctly	34 +	43 +		2/2

Code (D)	Constructed Response	Released Item Number	Earned / Possible Points	Comments or Condition Code
W.GN.06.02	Produce writing w/ or ID org. that supports ideas	45	1/4	
W.PR.06.01	Consider audience and purpose for writing	31	4/6	5

Response codes: + = Correct; A,B,C,D = Incorrect; M = Multiple Answers Chosen; blank = Student Omitted;
0,1,2,...= CR Score

* L,M, and H indicate scores near the (L)ow, (M)iddle, or (H)igh end of the performance levels.
# The writing test is not long enough to precisely categorize students' year-to-year progress.

Page 385 of 444   Fall 2008 Run Date: MM/DD/YYYY   P

INDIVIDUAL STUDENT REPORT

(A)

Mathematics, Makeup Form

Grade 04

Fall 2008

MICHIGAN Department of **Education**

District Name:SAMPLE DISTRICT
District Code:xxxxx

(B)

meap
Michigan Educational Assessment Program

Teacher Name :LASTNAME, FIRSTNAME
Class/Group : 0000
School Name :SAMPLE SCHOOL
School Code :00000

Student Name: **LASTNAME, FIRSTNAME, MI**

District Student ID:12345   Date   of Birth:MM/DD/YYYY   State UIC:123456789
Gender:M   Ethnicity: White, not of Hispanic Origin
English Language Learner: N   Formerly LEP: N   SpecEd: N
Accommodations: Mathematics-None

Summary of Mathematics Results

Subject	Score	2008 Achievement Performance Level*	2007 Achievement Performance Level*	2007 → 2008 Performance Level Change
Mathematics	452	1M-Advanced	1M-Advanced	Maintaining

GLCE Code	STRAND or Abbreviated GLCE Descriptor	Earned / Possible Points	GLCE Code	STRAND or Abbreviated GLCE Descriptor	Earned / Possible Points
CORE	NUMBER & OPERATION	19/20			
N.FL.03.06	Add and subtract thru 999 w/regrouping, 9,999 w/o	2/2	EXTENDED	MEASUREMENT	1/2
N.FL.03.07	Estimate sum / difference of two 3-digit numbers	2/2	M.PS.03.13	Solve problems about perimeter/area of rectangles	0/1
N.FL.03.11	Find products to 10 X 10 and related quotients	2/2	M.UN.03.07	Distinguish between units of length, area in context	1/1
N.ME.03.01	Read and write numbers to 10,000	2/2			
N.ME.03.02	Identify place value of digit in a number	2/2	EXTENDED	GEOMETRY	2/2
N.ME.03.16	Understand meaning & terminology of fractions	2/2	G.GS.03.01	Identify points, line segments, lines and distance	1/1
N.ME.03.21	Understand meaning of 0.50 & 0.25 related to money	2/2	G.GS.03.04	Identify, describe, compare, classify 2-D shapes	1/1
N.MR.03.09	Use x and ? to show the inverse relationship	2/2			
N.MR.03.10	Recognize multiplication and division situations	1/2	EXTENDED	DATA & PROBABILITY	1/1
N.MR.03.15	Identify operation for problem and solve	2/2	D.RE.03.01	Read & interpret horizontal and vertical bar graphs	1/1
CORE	MEASUREMENT	11/12	FUTURE	NUMBER & OPERATION	
M.PS.03.11	Add and subtract money in dollars and cents	2/2	N.MR.03.12	Find solutions to open sentences that use x and ?	
M.UN.03.01	Use common measures of length, weight, time	2/2			
M.UN.03.02	Measure in mixed units within measurement system	2/2			
M.UN.03.03	Use relationships between sizes of standard units	2/2			
M.UN.03.04	Know benchmark temperatures; compare cooler/warmer	2/2			
M.UN.03.05	Calculate area and perimeter of square & rectangle	1/2			
CORE	GEOMETRY	4/4			
G.GS.03.06	Identify, describe, classify familiar 3-D solids	2/2			
G.SR.03.05	Compose and decompose triangles and rectangles	2/2			
CORE	DATA & PROBABILITY	2/4			
D.RE.03.02	Read scales on axes. Identify the max, min, range	1/2			
D.RE.03.03	Solve problems using bar graphs, compare graphs	1/2			
EXTENDED	NUMBER & OPERATION	1/3			
N.ME.03.03	Compare and order numbers up to 10,000.	1/1			
N.ME.03.17	Recognize, name and use equivalent fractions	0/1			
N.MR.03.20	Model +, - of fractions on number line	0/1			

(C1)

* L,M, and H indicate scores near the (L)ow, (M)iddle, or (H)igh end of the performance levels.

Student Record Label

A Student Record Label is provided for each student assessed during the Fall 2008 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the district name and code and the school name and code.

Section B contains the student's name, student's state unique identifier code (UIC#), district student ID number (STU#) if provided by the school, date of birth, gender, ethnicity, grade, and test cycle.

Section C contains the MEAP **Subjec**t areas assessed, the scale score (**SS**) received, the **Performanc**e **Leve**l the student attained in each subject area, and the **Performanc**e **Leve**l **Chang**e reported for the student.

Performance Level
Level **1** – Advanced
Level **2** – Proficient
Level **3** – Partially Proficient
Level **4** – Not Proficient

Performance Level Change
SD – Significant Decline
 D – Decline
 M – Maintaining
  I – Improvement
 SI – Significant Improvement

Card 1

LASTNAME, FIRSTNAME   00000 Sample District
UIC# 1234567893   **(B)**   00000   Sample School   **(A)**
STU# 000000
DOB -MM/DD/YYYY
Gender - M
Ethnicity - 3
Grade - 3
Fall 2008
meap

Subject	SS	Performance Level	Perf.Level Change
Mathematics	352	Advanced	
Science	**(C)**		
Social Studies			
ELA Reading	339	Advanced	
ELA Writing	308	Proficient	
ELA Total	329	Proficient	

Card 2

LASTNAME, FIRSTNAME   00000 Sample District
UIC# 1234567895   00000 Sample School
STU# 000000
DOB -MM/DD/YYYY
Gender - M
Ethnicity - 3
Grade - 5
Fall 2008
meap

Subject	SS	Performance Level	Perf.Level Change
Mathematics	509	Proficient	M
Science	535	Advanced	
Social Studies			
ELA Reading	519	Proficient	D
ELA Writing	518	Proficient	
ELA Total	519	Proficient	D

Card 3

LASTNAME, FIRSTNAME   00000 Sample District
UIC# 1234567898   00000 Sample School
STU# 000000
DOB -MM/DD/YYYY
Gender - F
Ethnicity - 3
Grade - 4
Fall 2008
meap

Subject	SS	Performance Level	Perf.Level Change
Mathematics	392	Partially Proficient	NM
Science			
Social Studies			
ELA Reading	388	Partially Proficient	NM
ELA Writing	370	Partially Proficient	
ELA Total	382	Partially Proficient	NM

Card 4

LASTNAME, FIRSTNAME   00000 Sample District
UIC# 1234567897   00000 Sample School
STU# 000000
DOB -MM/DD/YYYY
Gender - M
Ethnicity - 3
Grade - 6
Fall 2008
meap

Subject	SS	Performance Level	Perf.Level Change
Mathematics	607	Proficient	M
Science			
Social Studies	612	Proficient	
ELA Reading	638	Advanced	SI
ELA Writing	615	Proficient	
ELA Total	630	Proficient	I

Parent Report

The intent of the Parent Report is to provide a summary description of their student's performance in each subject area assessed on the MEAP. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Section A identifies the title of the report, the grade the student was in when the assessment was administered, the assessment cycle, the district name and code, and the school name and code where the student was enrolled in at the time the assessment was administered.
.
Section B provides the name and Unique Identification Code (UIC) of the student.

Section C provides general description of the performance levels reported for each subject.

Section D provides a brief introductory letter from the Superintendent of Public Instruction addressed to the parent or guardian of the student describing the purpose of the MEAP and summarizing information contained in the Parent Report.

Section E provides the student's scale score in each subject area assessed for the current year. The performance level obtained in mathematics, reading, writing, and total ELA are provided for the current and previous year.

Section F provides space for address labels so the Parent Report can be mailed to students' homes.

Section G provides information about the MEAP assessments and instruction on how to find additional information on the MEAP assessments.

Sections H1-H5 describes how the student performed in each subject area, total points earned and total points possible on each subject area strand. A brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to Michigan standards. For example, if a student received a Level 2 on the eighth grade mathematics assessment, that student is "Proficient" and has met grade level expectation for Michigan students. For students taking the English language arts (ELA) assessment, the scores and performance levels have been divided into reading, writing, and total English language arts (ELA) score which is a combined performance level for reading and writing. The total ELA score is weighted two thirds reading, one third writing.

Section I provides information on students' performance level from grade to grade in mathematics, reading and total ELA.

Note: *The MEAP results for individual students are most reliable and valid at the overall subject area scale score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported subject area scale scores and performance levels provide accurate information for each subject.*

Student scores for strands are also provided in these Parent Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher provided information, and other performance information to guide learning activities.

Parent Report

MICHIGAN Department of **Education**

meap Michigan Educational Assessment Program

District Name: SAMPLE DISTRICT
District Code: 00000

School Name: SAMPLE SCHOOL
School Code: 00000

Report For:
First Name MI Last Name

(B)

UIC: 1234567890

(C)

Performance Level Descriptors

Level 1: Advanced
The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Level 2: Proficient
The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Level 3: Partially Proficient
The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.

Level 4: Not Proficient
The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.

(D)

Dear Parent or Guardian:

During October 2008, schools administered the Michigan Educational Assessment Program (MEAP) assessments. The federal No Child Left Behind (NCLB) law requires all students in grades 3 through 8, including Student, to take the English language arts and mathematics assessments. Students also had the opportunity to take science assessments in grades 5 and 8 and social studies in grades 6 and 9.

Within each performance level (Advanced, Proficient, Partially Proficient and Not Proficient), information has been included to encourage support for continued excellence and to provide support and intervention for students who did not achieve grade level expectations. Please take a moment to review this information shown on the right-hand side of this page.

The MEAP assessments measure what a student should know and be able to do in each of the subject areas and grades assessed. MEAP specifically addresses content identified in the Michigan Curriculum Framework. Most schools have adopted similar curriculum standards. The results presented in this report provide a valid and reliable assessment of how well Student performed overall in each subject area assessed.

We encourage you to discuss the MEAP results for Student with teachers and other school professionals who have the benefit of knowing your student personally. Teachers are able to use the MEAP results, together with other tests and classroom performance information, to provide a more complete analysis and plan for your student's continued learning.

Parents and teachers have a greater opportunity to help students succeed when they work together to encourage student learning.

Sincerely,

Michael P. Flanagan
Superintendent of Public Instruction
State of Michigan

(E)

Results for Student

Subject	Score	2008 Achievement Performance Level	2007 Achievement Performance Level *
Mathematics	504	2-Proficient	2-Proficient
Science	556	1-Advanced	ᵉ
Total ELA	551	1-Advanced	1-Advanced
Reading	572	1-Advanced	1-Advanced
Writing	508	2-Proficient	2-Proficient

ᵉ Science/social studies are not measured in every grade, so year-to-year progress cannot be reported.

Fall 2008 Run Date: MM/DD/YYYY   P   -99-156

(F)

(G)

The MEAP assessments are standardized, criterion-referenced assessments, indicating what students should know and be able to do in relation to the content defined in the Michigan Curriculum Framework. More information about the MEAP assessments can be found at www.michigan.gov/meap. Additional information about the Michigan Curriculum Framework can be found on the Michigan Department of Education web site, www.michigan.gov/mde.

MEAP assessments are made up of multiple-choice and essay items developed, edited and reviewed several times by Michigan educators to assure the accuracy and fairness of each item. This report contains "raw scores" on sub-content areas, showing the number of points that can be earned and the number of points actually earned by your student. An overall score is also given for each content area (mathematics, reading, writing, total English language arts, science, and/or social studies). These overall scores are reported on a standard scale that remains stable across years. Finally, the standard score range is divided into performance levels indicating the degree to which students achieved Michigan standards.

If you have questions about this assessment, or this report, please talk to your student's teacher or principal who will be able to assist you in interpreting this report.

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The overall scores on each subject are the most stable of your student's scores. Sub-scores (for domains or strands) within subject may vary more because fewer items are used to create those scores. We encourage parents to discuss these results with the teacher who can provide more information by using results from other assessments and classroom performance. The teacher is in the best position to provide guidance in designing appropriate instruction for your student.

English Language Arts

Reading: Your student's reading score is reported on the graph below.

Level 4 Not Proficient | 3 | Level 2 | Level 1 Advanced

572

386 | 462 | 500 | 538 | 619
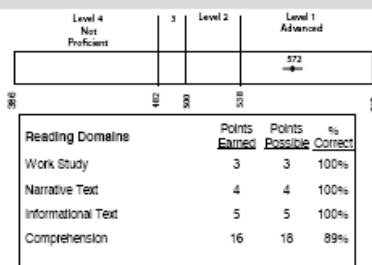
On the reading assessment the students were asked to read for understanding within and across texts and answer multiple-choice questions. All questions on the reading assessment are based upon the Michigan Department of Education English Language Arts Grade Level Content Expectations (GLCEs) for reading.

The table at the left shows the points earned by your student, the points possible within each of the parts of the reading test, and the percent correct.

A STUDENT AT THE ADVANCED LEVEL:
Used knowledge about reading (genre, structure, text features, etc.) to accurately and insightfully construct meaning and synthesize and evaluate themes within and across texts. With instructional support, the student should continue to excel.

Structure - organization
Features - headings, captions, illustrations, etc.

Reading Domains	Points Earned	Points Possible	% Correct
Work Study	3	3	100%
Narrative Text	4	4	100%
Informational Text	5	5	100%
Comprehension	16	18	89%

Writing: Your student's writing score is reported on the graph below.

Level 4 | Level 3 Partially Proficient | Level 2 Proficient | Level 1 Advanced

508

450 | 467 | 500 | 561 | 613

On the writing assessment students were asked to write about a topic using their own knowledge and experience, answer thirteen multiple-choice questions, and respond in writing to a grade level (peer) writing sample. All questions on the writing assessment are based upon the Michigan Department of Education English Language Arts Grade Level Content Expectations (GLCEs) for writing.

The table at the left shows the points earned by your student, the points possible within each of the parts of the writing test, and the percent correct.

A STUDENT AT THE PROFICIENT LEVEL:
Wrote in a clear and focused manner about a central idea or task; used adequate organization and relevant details; used grade level appropriate language; and used standards to assess the quality of his/her own writing and the writing of others. With instructional support, the student should maintain and improve proficiency.

Writing Domains	Points Earned	Points Possible	% Correct
Writing Genres	2	4	50%
Writing Process	6	9	67%
Personal Style	3	3	100%
Grammar and Usage	3	6	50%
Spelling	1	1	100%

Total English Language Arts: Your student's Total English Language Arts score is reported on the graph below.

Level 4 Not Proficient | Level 3 | Level 2 Proficient | Level 1 Advanced

551

407 | 475 | 500 | 543 | 617

The English Language Arts (ELA) score is a total score based upon a student's performance on the separate reading and writing parts of the assessment.

What is the margin of error (◆) ?
The diamond indicates your child's scale score for the tested subject. This is your child's overall subject scale score and is used to determin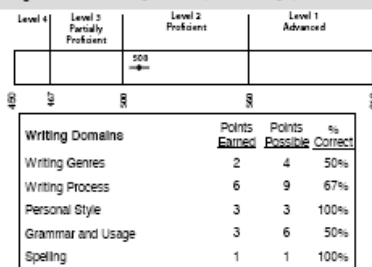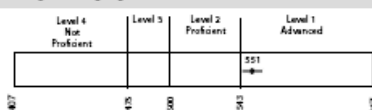e the level your child achieved. The horizontal bar indicates the margin of error. If your student had taken this same test or a similar test on another day, he/she would likely have scored within this range.
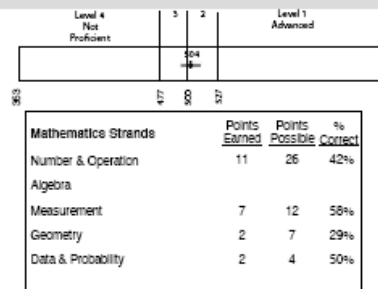
Mathematics and Science

Mathematics: Your student's mathematics score is reported on the graph below.

Level 4 Not Proficient | 3 | 2 | Level 1 Advanced

504

363 | 477 | 500 | 537 | 608

At the beginning of fifth grade, students are expected to count, read, write, and compare whole numbers up to 1,000,000. They can fluently add and subtract multi-digit numbers, multiply two-digit by three-digit numbers, divide by numbers 10 or less, and use these computations to solve applied problems. The students have developed their understanding of factors and multiples, can estimate sums, differences and products, and can find the value of the unknown in simple equations. The students have a good understanding of fractional quantities, including decimal fractions, as both part of a whole and part of a set, can compare and order them, locate them on the number line, and find equivalent forms. The students are able to use common measurement tools with precision, can convert quantities within a measurement system (e.g., 2 ft. = 24 in.), and can find perimeters and areas of rectangles. The students understand and use basic properties of 2-D and 3-D shapes to solve problems, can solve problems comparing data presented in bar graphs and tables, and find medians.

The Mathematics Strands at the right show the points earned by your student, the points possible, and the percent correct.

A STUDENT AT THE PROFICIENT LEVEL:
Performed mathematical skills, understood concepts and solved problems consistent with grade level expectations. With instructional support, the student should maintain and improve proficiency.

Mathematics Strands	Points Earned	Points Possible	% Correct
Number & Operation	11	26	42%
Algebra			
Measurement	7	12	58%
Geometry	2	7	29%
Data & Probability	2	4	50%

Science: Your student's science score is reported on the graph below.

Level 4 Not Proficient | 3 | Level 2 | Level 1 Advanced

556

346 | 476 | 500 | 533 | 684

During the elementary school grades, students observe and explore the science of living things, the physical world around them, and the elements and processes that make up and affect Earth. Students begin to use inquiry skills to construct new scientific knowledge to make sense of their observable world. They use their senses to test predictions that answer questions. Students reflect on scientific knowledge to decide whether evidence supports decisions that may affect their lives.

The Science Strands at the right show the points earned by your student, the points possible, and the percent correct.

A STUDENT AT THE ADVANCED LEVEL:
Designed investigations to explain real-world events and demonstrated deep connected knowledge of the life, Earth, and physical science concepts presented in the Michigan Science Curriculum Framework for elementary school. (See www.michigan.gov/science). With instructional support, the student should continue to excel.

Science Strands	Points Earned	Points Possible	% Correct
Constr. Knowledge	12	13	92%
Reflect Knowledge	5	6	83%
Life Science	9	11	82%
Physical Science	9	11	82%
Earth Science	6	9	67%
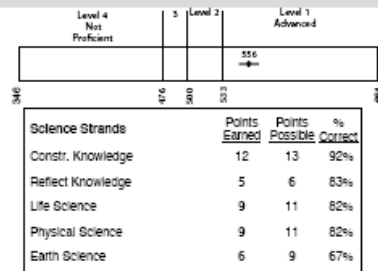
Student's Performance Level Change

Mathematics	Reading	Total ELA
Last fall, Student scored near the high end of the proficient performance level. This fall, Student scored near the low end of the proficient performance level.	Last fall, Student scored near the middle of the advanced performance level. This fall, Student scored near the middle of the advanced performance level.	Last fall, Student scored near the low end of the advanced performance level. This fall, Student scored near the low end of the advanced performance level.

Note: The writing assessment is not long enough to precisely categorize students' year-to-year progress. Science/social studies are not measured in every grade, so year-to-year progress cannot be reported.

Class Roster Report

The Class Roster provides summary score information by class, for each strand and benchmark (GLCE) assessed within each subject area, as well as detail information for each student assessed. The information for the initial and makeup MEAP tests are reported separately within this report. This report may include multiple pages to report all strands, benchmarks (GLCEs), and form of the test taken. Page numbers are printed in the center at the bottom of each report page.

Section A identifies the title of the report, the grade level reported, the test cycle, and the subject area. The district name and code and the school name and code are provided as well as the teacher name and class/group code, if provided by the district.

Note: The Class Roster will list students who took the initial test first, followed by student who took the makeup test within a class/group.

Section B lists each student's name followed by their Unique Identification Code (UIC), and Date of Birth (DOB).

Section C lists the scale score and performance level attained by the student for the previous and current year are reported as well as the performance level change.

Section D provides the following information for each benchmark (GLCE), detailed by student:

- Benchmark or GLCE assessed
- Core type (core, extended core, or future core) *Future and extended core items are reported at the end of this report, in the Totals column and future core items are shaded. Future core are not included in student scale scores, strand totals, or performance levels.*
- Number of points possible
- Number of points earned by the student
- Scores are subtotaled by strand

Section E reports the class/group mean score for each benchmark (GLCE), strand, and core type.

CLASS ROSTER

(A)

Grade 06
Fall 2008
MATHEMATICS

meap — Michigan Educational Assessment Program

District Name: SAMPLE DISTRICT
District Code: 00000

Teacher Name : LAST NAME, FIRST NAME
Class/Group : 0000
School Name : SAMPLE SCHOOL
School Code : 00000

Number & Operation | **Measurement** | **Ge**

Initial Administration

Strand GLCE	2008 Scale Score	2008 Performance Level*	2007 Performance Level*	2008-07 Perf. Level Change	N.FL.05.04	N.FL.05.05	N.FL.05.06	N.FL.05.18	N.FL.05.20	N.ME.05.08	N.ME.05.09	N.ME.05.23	N.MR.05.01	N.MR.05.02	N.MR.05.03	N.MR.05.15	N.MR.05.17	N.MR.05.22	Strand Total	M.PS.05.05	M.TE.05.06	M.TE.05.07	M.UN.05.02	M.UN.05.03	M.UN.05.04	Strand Total	G.GS.05.02	Continued
Core Type / MC or CR Points Possible					C 2	C 2	C 2	C 2	C 2	C 2	C 2	E 1	C 2	C 2	E 1	E 1	E 1	C 2	24	C 2	C 2	C 2	E 1	E 1	C 2	10	C 2	
LAST NAME, FIRST NAME MI — UIC: 1234567892 DOB: MM/DD/YYYY	585	3L	3M	I	0	1	0	1	0	2	1	0	1	1	0	1	0	0	8	0	1	1	0	0	0	2	0	
LAST NAME, FIRST NAME MI — UIC: 1234567890 DOB: MM/DD/YYYY	582	3L	3M	I	0	2	0	1	0	0	1	0	0	1	0	1	0	0	6	1	0	0	0	0	1	2	2	
LAST NAME, FIRST NAME MI — UIC: 1234567891 DOB: MM/DD/YYYY	564	4H	4H	M	0	1	0	0	1	0	1	0	0	1	0	0	0	0	4	0	0	1	0	0	0	1	0	
LAST NAME, FIRST NAME MI — UIC: 1234567894 DOB: MM/DD/YYYY	588	3M	2L	I	0	0	0	1	1	1	1	0	0	2	0	1	1	0	7	1	0	1	0	1	0	3	1	
LAST NAME, FIRST NAME MI — UIC: 1234567892 DOB: MM/DD/YYYY	582	3L	NM		0	0	1	0	0	0	1	1	0	1	0	0	0	0	4	0	2	1	0	0	1	4	0	
LAST NAME, FIRST NAME MI — UIC: 1234567896 DOB: MM/DD/YYYY	572	4H	NM		0	0	1	0	0	0	1	0	0	2	1	0	0	0	5	0	1	0	0	0	0	1	1	
LAST NAME, FIRST NAME MI — UIC: 1234567899 DOB: MM/DD/YYYY	594	3H	NM		0	1	1	2	1	0	1	1	0	1	0	0	0	0	8	0	0	0	0	1	0	1	1	
LAST NAME, FIRST NAME MI — UIC: 1234567892 DOB: MM/DD/YYYY	579	4H	NM		0	1	0	0	0	0	1	1	2	1	0	0	0	1	7	1	0	0	0	0	0	1	1	
No. of Students Assessed = 8																												
Mean	580.8	NA	NA	NA	0.0	0.8	0.4	0.6	0.4	0.3	1.0	0.4	0.4	1.3	0.1	0.4	0.1	0.1	6.1	0.4	0.5	0.5	0.0	0.3	0.3	1.9	0.6	

(Callout markers: B, C, D, E)

*In mathematics, performance levels are followed by an L, M, or H (e.g., 1H). These indicate that the students' scores were near the (L)ow,(M)iddle, or (H)igh end of the performance level.

Performance Level	Scale Score Range	Performance Level Change	Core Type:
1-Advanced	(622 - 757)	SD - Significant Decline	C = Core
2-Proficient	(600 - 621)	D - Decline	E = Extended Core (these items count towards student scores, but are not included in the strand totals in this report)
3-Partially Proficient	(580 - 599)	M - Maintaining	F = Future Core (shaded items are not included in student score or Strand totals)
4-Not Proficient	(472 - 579)	I - Improvement	
NM - No Matching Student		SI - Significant Improvement	
NA - Not Applicable			

Page 5 of 40   Fall 2008 Run Date: MM/DD/YYYY   P06ACN009

MICHIGAN Department of **Education**

District Name: **SAMPLE DISTRICT**
District Code: 00000

CLASS ROSTER

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Grade 06
Fall 2008
MATHEMATICS

meap™
Michigan Educational Assessment Program

Teacher Name : **LAST NAME, FIRST NAME**
Class/Group : **0000**
School Name : **SAMPLE SCHOOL**
School Code : **00000**

Strand GLCE	Geometry				Data & Probabity				Totals		
	G.GS.05.05	G.GS.05.06	G.TR.05.01	Strand Total	D.AN.05.03	D.RE.05.01	D.RE.05.02	Strand Total	Total Core	Total Extended Core	Total Future Core
Initial Administration Ⓑ					Ⓓ						
Core Type MC or CR Points Possible	C 2	C 2	E 1	7	C 2	C 2	C 2	6			
LAST NAME, FIRST NAME MI UIC: 1234567892 DOB: MM/DD/YYYY	1	0	0	1	1	1	1	3	13	1	0
LAST NAME, FIRST NAME MI UIC: 1234567890 DOB: MM/DD/YYYY	0	0	0	2	0	1	2	3	12	1	0
LAST NAME, FIRST NAME MI UIC: 1234567891 DOB: MM/DD/YYYY	1	0	0	1	0	1	1	2	8		2
LAST NAME, FIRST NAME MI UIC: 1234567894 DOB: MM/DD/YYYY	0	2	0	3	0	2	0	2	12	3	1
LAST NAME, FIRST NAME MI UIC: 1234567892 DOB: MM/DD/YYYY	0	1	0	1	2	1	1	4	12	1	1
LAST NAME, FIRST NAME MI UIC: 1234567896 DOB: MM/DD/YYYY	2	0	0	3	0	1	0	1	9	1	1
LAST NAME, FIRST NAME MI UIC: 1234567899 DOB: MM/DD/YYYY	2	1	1	5	1	1	1	3	14	3	0
LAST NAME, FIRST NAME MI UIC: 1234567892 DOB: MM/DD/YYYY	0	1	1	2	1	0	1	2	10	2	0
No. of Students Assessed = 8											
Mean Ⓔ	0.8	0.6	0.3	2.3	0.6	1.0	0.9	2.5	11.3	1.5	0.6

"In mathematics, performance levels are followed by an L, M, or H (e.g., 1H). These indicate that the students' scores were near the (L)ow,(M)iddle, or (H)igh end of the performance level.

Performance Level	Scale Score Range	Performance Level Change	Core Type:
1-Advanced	(622 - 757)	SD - Significant Decline	C = Core
2-Proficient	(600 - 621)	D - Decline	E = Extended Core (these items count towards student scores, but are not included in the strand totals in this report)
3-Partially Proficient	(580 - 599)	M - Maintaining	F = Future Core (shaded items are not included in student score or Strand totals)
4-Not Proficient	(472 - 579)	I - Improvement	
NM - No Matching Student		SI - Significant Improvement	Page 6 of 40
NA - Not Applicable			

Fall 2008 Run Date: MM/DD/YYYY P06ACN009

Item Analysis Report

The Item Analysis Report provides summary information for each released multiple choice and constructed response item on the Fall 2008 MEAP *initial test* (Forms 1-10), including the primary Michigan benchmark (GLCE) measured by each item. The summary information reports the percentage of students selecting each response. The Item Analysis Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The aggregate data is reported by class/group code (if provided), school, district, and state. This report may include multiple pages. Page numbers are printed in the center at the bottom of each report page.

No items were released from the Fall 2008 MEAP makeup test (Form 11). Therefore no Item Analysis Report is provided for groups of students who used the makeup test (Form 11).

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, and subject area. Also listed are the district name and code, school name and code, and the teacher name, class/group code, if provided. The number of students assessed is also provided.

Section B lists the benchmark (GLCE) assessed, the Released Item Number, and the Item Type (core, extended core, future core) for each multiple choice item.

The *Fall 2008 MEAP Released Item* documents for each grade level and subject area are posted on the MEAP website at www.michigan.gov/meap.

Section C indicates the *percentage* of students selecting each response to the multiple choice questions in section B. A plus sign (+) denotes the correct response.

Section D lists the Released Constructed Response Item Number, the benchmark (GLCE) assessed, and the *Mean Score* for the reported population.

Section E reports the percentage of students achieving each score level on a constructed response item in Section D.

Section F reports the number of student responses that received each Condition Code or Comment Code. The condition codes and comment codes are reported at the individual student level on the Individual Student Report for the Fall 2008 MEAP assessments.

- **Condition Codes** (student response receiving a 0 score):
  A) Off topic/Insufficient
  B) Written in a Language other than English/Illegible
  C) Blank
  D) No connection to the question (ELA Student Writing Sample only)

- **Comment Codes** provide additional feedback to students and educators on the extended response items for the ELA *Writing from Knowledge and Experience* item. The numeric Comment Codes are defined on the reverse side of the Item Analysis Report. They also appear on page 11 of this document.

Note: Some assessment items may be particularly difficult or easy. Educators may consider how well their student groups did on an assessment item, benchmark, or strand in relation to the state results reported. State results provide a good comparison for how easy or difficult an assessment item is for all students.

Several items are used to assess some benchmarks, while other benchmarks or strands may be assessed by only a single item. A larger number of assessment items provide more reliable results. Both of these factors may make the interpretation of item analysis reports more difficult.

Teachers may use the Item Analysis Report to pose a hypothesis about how a group of students has performed on a benchmark or strand within a subject area. This hypothesis should be further evaluated using classroom and other assessment information before making decisions to adjust curriculum or instruction.

MICHIGAN Department of Education

(A)

SCHOOL ITEM ANALYSIS REPORT
All Students

Grade 05
Fall 2008
SCIENCE
Initial Form
No. of Students Assessed = 159

meap™
Michigan Educational Assessment Program

District Name: SAMPLE DISTRICT
District Code: 00000

School Name : SAMPLE SCHOOL
School Code : 00000

RELEASED MULTIPLE CHOICE

STRAND / Domain	Released Item Number	Benchmark Code	Item Type	A %	B %	C %	D %	Omit %	Multi %
Constr. Knowledge									
Constr. Knowledge	11	C.1.e.2	Core	60+	18	8	14	0	0
Constr. Knowledge	12	C.1.e.2	Core	7	14	3	76+	0	0
Constr. Knowledge	37	C.1.e.2	Core	27	13	52+	9	0	0
Constr. Knowledge	41	C.1.e.2	Core	7	13	43+	35	1	0
Constr. Knowledge	42	C.1.e.2	Core	52+	13	18	16	1	0
Constr. Knowledge	18	C.1.e.3	Core	21	14	55+	9	1	0
Constr. Knowledge	38	C.1.e.5	Core	2	75+	8	16	0	0
Constr. Knowledge	19	C.1.e.6	Core	3	92+	4	1	1	0
Constr. Knowledge	39	C.1.e.6	Core	8	14	3	75+	0	0
Reflect Knowledge									
Reflect Knowledge	13	R.1.e.1	Core	3	3	92+	3	0	0
Reflect Knowledge	20	R.1.e.1	Core	16	9	9	66+	1	0
Reflect Knowledge	36	R.1.e.3	Core	3	6	82+	8	0	0
Reflect Knowledge	16	R.1.e.4	Core	21	25	47+	8	0	0
Life Science									
Living Things	4	L.2.e.2	Core	1	77+	16	6	0	0
Living Things	44	L.2.e.3	Core	6	87+	4	2	1	1
Living Things	2	L.2.e.5	Core	11	4	5	79+	0	0
Living Things	14	L.2.e.5	Core	17	54+	11	18	0	0
Evolution	45	L.4.e.1	Core	4	10	82+	3	1	0
Evolution	5	L.4.e.2	Core	11	3	6	80+	1	0
Ecosystems	1	L.5.e.1	Core	2	88+	3	7	0	0
Ecosystems	3	L.5.e.4	Core	15	13	13	59+	0	0
Ecosystems	43	L.5.e.4	Core	11	14	8	65+	1	0
Ecosystems	47	L.5.e.4	Core	17	14	53+	15	1	0

RELEASED MULTIPLE CHOICE

STRAND / Domain	Released Item Number	Benchmark Code	Item Type	A %	B %	C %	D %	Omit %	Multi %
Physical Science									
Matter & Energy	9	P.1.e.1	Core	14	4	8	74+	1	0
Matter & Energy	6	P.1.e.2	Core	2	8	87+	3	0	0
Matter & Energy	31	P.1.e.2	Core	83+	6	8	3	0	0
Matter & Energy	7	P.1.e.3	Core	77+	9	13	1	0	0
Changes in Matter	8	P.2.e.2	Core	6	58+	27	9	0	0
Motion of Objects	32	P.3.e.3	Core	15	18	4	64+	0	0
Motion of Objects	33	P.3.e.3	Core	11	3	84+	3	0	0
Motion of Objects	10	P.3.e.5	Core	21	16	8	55+	1	0
Motion of Objects	34	P.3.e.5	Core	74+	11	10	4	0	0
Waves & Vibrations	35	P.4.e.4	Core	4	26	57+	13	0	0
Earth Science									
Geosphere	22	E.1.e.2	Core	14	7	16	63+	1	0
Geosphere	25	E.1.e.5	Core	79+	4	3	14	0	0
Geosphere	21	E.1.e.6	Core	8	64+	22	6	1	0
Hydrosphere	26	E.2.e.1	Core	4	4	80+	11	0	0
Hydrosphere	15	E.2.e.3	Core	8	8	7	77+	0	0
Atmosphere/Weather	27	E.3.e.2	Core	84+	6	8	3	0	0
Atmosphere/Weather	23	E.3.e.3	Core	3	9	3	85+	1	0
Atmosphere/Weather	30	E.3.e.3	Core	3	94+	3	1	0	0
Universe	24	E.4.e.1	Core	60+	30	4	6	1	0
Universe	29	E.4.e.1	Core	69+	14	9	8	0	0
Universe	28	E.4.e.2	Core	9	80+	4	7	0	0
Universe	46	E.4.e.2	Core	53+	16	7	23	1	0

RELEASED CONSTRUCTED RESPONSE

Released Item Number	Benchmark Code	Mean Score	Percent of Students at Each Score Score Based on 3-point Rubric: 0	1	2	3	Number of Students Receiving Condition Codes **: A	B	C
17	C.1.e.2	0.9	65	4	3	28	0	0	0
40	R.1.e.4	0.9	31	43	21	2	1	1	2

+ = Correct Response
Due to rounding percents may not sum to 100%

< 10 = No summary scores provided if less than 10 students.
Page 1 of 6

** See reverse for definitions

Fall 2008 Run Date: MM/DD/YYYY   P0PHT8007

Summary Report

The Summary Report provides a comparative set of mean scale score information by grade level and the percentage of students at each performance level. The fall 2008 summary reports include tables that detail student achievement transition from year-to-year in reading, total ELA, and mathematics. The Summary Report is aggregated at the school, district, ISD, and state levels. The Summary Report is generated for three student populations: All Students; Students with Disabilities (SWD); and All Except Students with Disabilities (AESWD).

Section A identifies the title of the report and level of aggregation (school, district, ISD, state), the student population included in the report, the grade level, and the assessment cycle. School, district, and ISD names and codes are included as applicable.

Section B provides summary achievement data for multiple years for each subject area. The summary data reported includes the year, number of students assessed, mean scale score, scale score margin of error, percentage of students attaining each performance level, and percentage of students that achieved Level 1 (Advanced) or Level 2 (Proficient) within each subject area.

Section C provides performance level change information for students in grades 4-8 who were in the previous grade in Fall 2007, took the MEAP in both Fall 2007 and Fall 2008, and had a matching Unique Identification Code (UIC) for both years. This data is currently provided for reading, total ELA, and math. The performance level change table provides the number and percentage of students assessed in Fall 2008, who were also assessed in Fall 2007, for groups of students who were not previously proficient, those who were previously proficient, and all students. The table provides an indication of student progress in five categories of change (Significant Decline, Decline, Maintaining, Improvement, and Significant Improvement) within each subject area.

Section D provides a set of tables that track the changes in student performance from year-to-year in reading, total ELA, and mathematics. Three tables delineate each of the transitions a student can demonstrate from year to year. These tables provide student counts (D1), percentage of students in each cell (D2), and a final table with percents in each row (D3). Alternately, section D1 shows the number of students making each transition from year to year, section D2 displays the percentage of students who made each type of transition, and section D3 displays the percentage of students who started out in one performance range that ended up in each of the performance ranges the next year.

Section E provides summary data for each domain or benchmark within each strand. The summary data reported includes the code and descriptor for each GLCE or benchmark, the number of students assessed using that form, the mean points earned, the total number of points possible, and the percentage of students earning each point value. This summary data will include aggregate and mean data for all students using the assessment form assigned to the school.

Note: *Section E will be included on the School Summary only. This summary data will not be meaningful at the district or ISD level because the maximum number of points possible for each domain or benchmark will vary depending on the test form administered. Districts will receive a copy of the School Summary Report for each school within their district.*

(A)

MICHIGAN Department of **Education**

meap Michigan Educational Assessment Program

Grade 06
MEAP Fall 2008

District Name: Sample District
District Code: 00000

School Name: SAMPLE SCHOOL
School Code: 00000

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score Mean	Margin of Error	B 4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(493-717)		(493-579)	(580-599)	(600-637)	(638-717)	(600-717)
	2008	203	609	598-620	15%	22%	42%	21%	63%
	2007	232	613	609-617	10%	19%	52%	18%	70%
	2006	181	609	605-613	14%	22%	48%	17%	64%
	2005	184	606	602-610	17%	20%	51%	12%	63%
WRITING	Scale Score Range		(561-664)		(561-570)	(571-599)	(600-643)	(644-664)	(600-664)
	2008	204	600	592-608	5%	44%	51%	0%	51%
	2007	231	607	604-610	6%	33%	61%	0%	61%
	2006	180	591	587-595	14%	33%	52%	1%	53%
	2005	184	597	593-601	8%	36%	54%	3%	57%
TOTAL ELA	Scale Score Range		(516-699)		(516-573)	(574-599)	(600-641)	(642-699)	(600-699)
	2008	202	606	602-610	7%	35%	50%	8%	58%
	2007	231	611	608-614	6%	26%	61%	8%	68%
	2006	177	603	599-607	10%	36%	51%	3%	54%
	2005	184	603	599-607	12%	32%	51%	5%	56%

Note: The writing assessment is not long enough to precisely categorize students' year-to-year progress.

	Year		Scale Score Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
MATHEMATICS	Scale Score Range		(472-752)		(472-579)	(580-599)	(600-621)	(622-752)	(600-752)
	2008	206	609	600-617	6%	33%	29%	32%	61%
	2007	238	607	603-611	13%	30%	33%	24%	57%
	2006	184	597	594-600	18%	36%	35%	11%	46%
	2005	186	597	594-600	23%	30%	35%	12%	47%
SOCIAL STUDIES	Scale Score Range		(471-723)		(471-588)	(589-599)	(600-619)	(620-723)	(600-723)
	2008	206	601	593-609	31%	16%	28%	25%	53%
	2007	238	601	598-604	30%	18%	29%	23%	53%
	2006	187	601	598-604	25%	24%	31%	20%	51%
	2005	188	607	604-610	19%	18%	36%	28%	63%

FALL 2007 to FALL 2008 PERFORMANCE LEVEL CHANGE COUNTS (PERCENT)

	Student Group	Significant Decline	C Decline	Maintaining	Improvement	Significant Improvement
READING	Not Previously Proficient	2 (5%)	8 (21%)	9 (24%)	10 (26%)	9 (24%)
	Previously Proficient	28 (21%)	51 (38%)	31 (23%)	21 (16%)	4 (3%)
	All Students	30 (17%)	59 (34%)	40 (23%)	31 (18%)	13 (8%)

NOTE: 173 students (85%) were successfully matched from Fall 2007 to Fall 2008

	Student Group	Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
TOTAL ELA	Not Previously Proficient	0 (0%)	12 (25%)	10 (21%)	20 (42%)	6 (13%)
	Previously Proficient	9 (7%)	61 (49%)	26 (21%)	25 (20%)	3 (2%)
	All Students	9 (5%)	73 (42%)	36 (21%)	45 (26%)	9 (5%)

NOTE: 172 students (85%) were successfully matched from Fall 2007 to Fall 2008

	Student Group	Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
MATHEMATICS	Not Previously Proficient	1 (1%)	9 (13%)	7 (10%)	29 (41%)	25 (35%)
	Previously Proficient	12 (11%)	31 (28%)	34 (31%)	26 (24%)	6 (6%)
	All Students	13 (7%)	40 (22%)	41 (23%)	55 (31%)	31 (17%)

NOTE: 180 students (87%) were successfully matched from Fall 2007 to Fall 2008

Due to rounding percents may not sum 100%.
Future Core items do not contribute to student's score.

Fall 2008 Run Date: MM/DD/YYYY   P

MICHIGAN Department of Education

meap Michigan Educational Assessment Program

Grade 06
MEAP Fall 2008
Reading

District Name: SAMPLE DISTRICT
District Code: 00000

School Name: SAMPLE SCHOOL
School Code: 00000

D1 — Fall 2007 to Fall 2008 MEAP Reading Transition Counts

Fall 2007 MEAP Performance Level		Fall 2008 Reading MEAP Performance Level											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	0	0	0	0	0	0	0	0	0	0	0	0
	Mid	0	0	0	0	1	0	0	0	0	0	0	0
	High	0	0	0	2	1	1	0	0	0	0	0	0
Partially Proficient	Low	0	0	0	0	0	0	2	0	0	0	0	0
	Mid	0	0	0	1	1	0	1	0	0	1	0	0
	High	0	0	0	0	0	1	0	1	0	0	0	0
Proficient	Low	0	0	0	0	0	1	3	8	1	0	1	0
	Mid	0	0	0	0	0	1	2	2	1	2	0	1
	High	0	0	0	0	1	1	4	3	8	2	3	0
Advanced	Low	0	0	0	1	0	0	0	5	3	4	2	2
	Mid	0	0	1	0	0	0	0	2	5	8	4	3
	High	0	0	0	0	0	0	0	0	1	2	7	1

NOTE: 109 students (94.8) were successfully matched from Fall 2007 to Fall 2008

D2 — Fall 2007 to Fall 2008 MEAP Reading Transition Percents

Fall 2007 MEAP Performance Level		Fall 2008 MEAP Reading Performance Level											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	1.8	0.9	0.9	0.0	0.0	0.0	0.0	0.0	0.0
Partially Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.9	0.9	0.0	0.9	0.0	0.0	0.9	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.9	0.0	0.0	0.0	0.0
Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.9	2.8	7.3	0.9	0.0	0.9	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.9	1.8	1.8	0.9	1.8	0.0	0.9
	High	0.0	0.0	0.0	0.0	0.9	0.9	3.7	2.8	7.3	1.8	2.8	0.0
Advanced	Low	0.0	0.0	0.0	0.9	0.0	0.0	0.0	4.6	2.8	3.7	1.8	1.8
	Mid	0.0	0.0	0.9	0.0	0.0	0.0	0.0	1.8	4.6	7.3	3.7	2.8
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	1.8	6.4	0.9

D3 — Fall 2007 to Fall 2008 MEAP Reading Transition Percents in Each Row

Fall 2007 MEAP Performance Level		Fall 2008 MEAP Reading Performance Level											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	50.0	25.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0
Partially Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	25.0	25.0	0.0	25.0	0.0	0.0	25.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0	0.0
Proficient	Low	0.0	0.0	0.0	0.0	0.0	7.1	21.4	57.1	7.1	0.0	7.1	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	11.1	22.2	22.2	11.1	22.2	0.0	11.1
	High	0.0	0.0	0.0	0.0	4.5	4.5	18.2	13.6	36.4	9.1	13.6	0.0
Advanced	Low	0.0	0.0	0.0	5.9	0.0	0.0	0.0	29.4	17.6	23.5	11.8	11.8
	Mid	0.0	0.0	4.3	0.0	0.0	0.0	0.0	8.7	21.7	34.8	17.4	13.0
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	18.2	63.6	9.1

ME

MICHIGAN Department of Education

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Michigan Educational Assessment Program

District Name: SAMPLE DISTRICT
District Code: 00000

Grade 06
MEAP Fall 2008
English Language Arts Initial Form Score Distribution

School Name: SAMPLE SCHOOL
School Code: 00000

STRAND	Domain	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring																		
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Reading	Word Study	191	2.7	5	5	15	23	28	20	9													
Reading	Narrative Text	191	2.2	4	10	20	25	25	19														
Reading	Informational Text	191	1.3	3	28	33	20	19															
Reading	Comprehension	191	10.3	18	1	2	4	4	5	5	7	7	5	5	6	6	6	10	3	8	8	7	2
Writing	Writing Genres	185	1.3	4	16	39	42	2	0														
Writing	Writing Process	185	5.9	13	0	1	6	6	14	16	17	17	9	9	3	1	1	0					
Writing	Personal Style	185	0.8	2	32	53	15																
Writing	Grammar and Usage	185	1.2	2	21	40	39																
Writing	Spelling	185	1.3	2	17	38	45																

E

Due to rounding percents may not sum to 100%.

Demographic Report

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each subject area assessed. Summary data reported includes the number of students assessed in each subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students in the "Advanced" or "Proficient" performance level (Levels 1 & 2) within each subject area. The Demographic Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The demographic subgroup scores are aggregated by school, district, ISD, and state. The demographic subgroups reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Migrant
- Homeless

Accommodations subgroups are also reported as follows:

- Standard accommodations (all students)
- Non-standard accommodations (all students)
- Standard accommodations (for English language learners)
- Non-standard accommodations (for English language learners)

Note: 1) summary scores are not provided for subgroups containing less than ten students, and 2) students that have been enrolled in your district for less than one full academic year (LTFAY) at the time of the MEAP administration are not reported as a subgroup on this report. Calculation of this data for AYP purposes will be determined from the enrollment data submitted via the new Educational Entity Master (EEM) [formerly the School Code Master]. LTFAY is defined by NCLB as less than 3 prior count days (Fall 2008, Spring 2008, and Fall 2007).

Section A identifies the title of the report and the level of aggregation (school, district, ISD, state), the student population included in the report, the grade level, and the assessment cycle. School, district, and ISD names and codes are included as applicable.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements.

Section C reports the number of students included in the subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students in the "Advanced" and Proficient" performance levels (Levels 1 & 2) within each subject area.

This is a multiple-page report with ELA scores reported on one page and mathematics, science, and social studies scores reported on another page for each of the three student population groups:
- All Students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

SCHOOL DEMOGRAPHIC REPORT
All Students

(A)

Grade 04
Fall 2008

District Name: SAMPLE DISTRICT
District Code: 00000

School Name: SAMPLE SCHOOL
School Code: 00000

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School	READING							WRITING							TOTAL ELA						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total All Students	25	401	12%	32%	56%	0%	56%	26	392	0%	77%	23%	0%	23%	25	398	12%	40%	48%	0%	48%
Gender **(B)**																					
Male **(C)**	12	400	17%	33%	50%	0%	50%	13	393	0%	69%	31%	0%	31%	12	398	17%	33%	50%	0%	50%
Female	13	402	8%	31%	62%	0%	62%	13	390	0%	85%	15%	0%	15%	13	398	8%	46%	46%	0%	46%
Ethnicity																					
American Indian/Alaskan Native	< 10							< 10							< 10						
Asian/Pacific Islander																					
Black, Not of Hispanic Origin	12	405	17%	25%	58%	0%	58%	12	394	0%	75%	25%	0%	25%	12	402	17%	25%	58%	0%	58%
Hispanic	< 10							< 10							< 10						
White, Not of Hispanic Origin	< 10							< 10							< 10						
Multiracial																					
Additional Reporting Groups																					
Economically Disadvantaged: Yes	24	400	13%	33%	54%	0%	54%	25	392	0%	76%	24%	0%	24%	24	397	13%	42%	46%	0%	46%
No	< 10							< 10							< 10						
English Language Learners: Yes	< 10							< 10							< 10						
No	22	402	14%	27%	59%	0%	59%	23	392	0%	74%	26%	0%	26%	22	399	14%	36%	50%	0%	50%
Formally Limited English Proficient	< 10							< 10							< 10						
Migrant																					
Homeless																					
Accommodations																					
Standard -- All	< 10							< 10							< 10						
Nonstandard -- All **																					
Standard -- ELL Only																					
Nonstandard -- ELL Only **																					

* Value may not equal the exact sum of level 1 & level 2 due to rounding.

** Results for these students are invalid and not reported.

< 10 = No summary scores provided if less than 10 students.

Page 1 of 6

Fall 2008 Run Date: MM/DD/YYYY   P
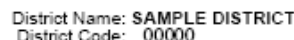
Comprehensive Report

The Comprehensive Report provides a comparative set of mean scale score information for each grade level by subject area. The District Comprehensive Report lists data for the district, followed by each school within the district. The ISD Comprehensive Report provides the data for the ISD as a whole, followed by each public school district and public school academy (PSA) within the ISD. It also includes the percentage of students in each school at each performance level.

Section A identifies the title of the report, the level of aggregation (District or ISD), and the student population included in the report, the grade level and the assessment cycle. District and ISD names and codes are included as applicable.

Section B identifies the ISD, district and schools as determined by the report aggregation (District or ISD).

Section C provides the number of students assessed, the mean scale score, the percentage of students at each performance level, and the percentage of students who achieved a Level 1 or 2.

This is a multiple page report with ELA scores reported on one page and mathematics, science and social studies reported on another page.

![Michigan Department of Education logo]

DISTRICT COMPREHENSIVE REPORT
All Students

(A)

Grade 04
Fall 2008

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District Name: SAMPLE DISTRICT
District Code: 00000

District	READING No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	WRITING No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	TOTAL ELA No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
SAMPLE DISTRICT	289	430	1%	12%	55%	32%	87%	291	396	0%	53%	47%	0%	47%	289	419	1%	18%	72%	10%	81%
SAMPLE SCHOOL 1	79	429	1%	14%	53%	32%	85%	79	394	0%	53%	47%	0%	47%	79	417	1%	16%	72%	10%	82%
SAMPLE SCHOOL 2	45	426	2%	27%	44%	27%	71%	47	394	0%	53%	47%	0%	47%	45	416	2%	31%	56%	11%	67%
SAMPLE SCHOOL 3	34	446	0%	3%	38%	59%	97%	34	401	0%	38%	62%	0%	62%	34	431	0%	6%	82%	12%	94%
SAMPLE SCHOOL 4	25	422	0%	16%	64%	20%	84%	25	395	0%	72%	28%	0%	28%	25	413	0%	24%	68%	8%	76%
SAMPLE SCHOOL 5	28	437	4%	7%	50%	39%	89%	28	404	0%	39%	61%	0%	61%	28	426	4%	7%	71%	18%	89%
SAMPLE SCHOOL 6	32	431	0%	0%	69%	31%	100%	32	398	0%	53%	47%	0%	47%	32	420	0%	9%	88%	3%	91%
SAMPLE SCHOOL 7	29	426	0%	14%	69%	17%	86%	29	390	0%	72%	28%	0%	28%	29	414	0%	24%	66%	10%	76%
SAMPLE SCHOOL 8	17	426	0%	6%	71%	24%	94%	17	396	0%	41%	59%	0%	59%	17	416	0%	24%	76%	0%	76%

(B)   (C)

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

* Value may not equal the exact sum of level 1 & level 2 due to rounding.
< 10 = No summary scores provided if less than 10 students.

Page 1 of 2

Fall 2008 Run Date: MM/DD/YYYY   P0PDT400G

DISTRICT COMPREHENSIVE REPORT
All Students

MICHIGAN Department of Education

District Name: SAMPLE DISTRICT
District Code: 00000

(A)

Grade 04
Fall 2008

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Michigan Educational Assessment Program

MATHEMATICS

District	No. of Students Assessed	Mean Scale Score	Percent at				
			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
SAMPLE DISTRICT	299	425	0%	11%	54%	35%	89%
SAMPLE SCHOOL 1	81	429	0%	5%	47%	48%	95%
SAMPLE SCHOOL 2	48	416	0%	27%	50%	23%	73%
SAMPLE SCHOOL 3	35	432	0%	6%	46%	49%	94%
SAMPLE SCHOOL 4	28	421	0%	11%	68%	21%	89%
SAMPLE SCHOOL 5	28	430	0%	7%	57%	36%	93%
SAMPLE SCHOOL 6	33	428	0%	9%	48%	42%	91%
SAMPLE SCHOOL 7	29	417	0%	17%	66%	17%	83%
SAMPLE SCHOOL 8	17	423	0%	0%	76%	24%	100%

(B) **(C)**

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

* Value may not equal the exact sum of level 1 & level 2 due to rounding.
< 10 = No summary scores provided if less than 10 students.

Page 2 of 2

Fall 2008 Run Date: MM/DD/YYYY   P0PDT400G

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and assessment administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this guide, please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below.

Office of Educational Assessment and Accountability

Joseph Martineau, Executive Director, Educational Assessment & Accountability
Vincent Dean, Interim Manager, Assessment
Steve Viger, Psychometrician
Paul Bielawski, Manager, Educational Accountability
William Brown, Coordinator, Test Development
James Griffiths, Manager, Assessment Administration and Reporting
Wendy Gould, English Language Arts Assessment Consultant
Kyle Ward, Mathematics Assessment Consultant
Rodger Epp, Science Assessment Consultant
Ruth Isaia, Social Studies Assessment Consultant
Sue Peterman, Department Specialist, MEAP Assessment Administration and Reporting
Emily Taylor, Department Analyst, MEAP Administration and Reporting

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